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SOME CONCEPTS HELD BY LOS ANGELES CITY COLLEGE ENTRANTS ON PROBATION BECAUSE OF LOW SCAT SCORES.

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A QUESTIONNAIRE ADMINISTERED TO 236 STUDENTS ADMITTED TO LOS ANGELES CITY COLLEGE ON PROBATION BECAUSE OF LOW TEST SCORES WAS DESIGNED TO STUDY THE ATTITUDES OF SUCH STUDENTS TOWARD ACADEMIC SKILLS AND ABILITIES, ACTIVITIES AND TIME ALLOTMENT, AND ATTITUDE AND ASPIRATION LEVEL. THREE DIMENSIONS WERE INCLUDED--(1) THE STUDENT'S SELF-PERCEPTION, (2) HIS PERCEPTION OF THE IDEAL STUDENT, AND (3) HIS PERCEPTION OF THE COLLEGE'S EXPECTATION. THESE ENTERING PROBATIONERS VIEWED THE COLLEGE FROM A VOCATIONAL ORIENTATION AND DID NOT SEE A NEED FOR HIGHLY DEVELOPED ACADEMIC SKILLS AND INTERESTS, ALTHOUGH THEY DID EXPRESS BELIEF THAT THE IDEAL STUDENT HAS SUCH QUALITIES. THEY EXPRESSED (1) FAITH IN THE JUNIOR COLLEGE TO PROVIDE WHAT THE ECONOMY AND SOCIAL MILIEU HAD NOT OFFERED THEM, (2) BELIEF IN THE JUNIOR COLLEGE AS AN AID TO A MORE PRODUCTIVE ECONOMIC LIFE, (3) A FAIRLY HIGH SELF-ESTEEM AS STUDENTS, (4) AN EXPRESSED WILLINGNESS TO SUBJECT THEMSELVES TO THE DISCIPLINE OF REGULAR STUDY, AND (5) CONFIDENCE THAT THEIR VALUES AND NEEDS WERE SIMILAR TO THOSE OF THE COLLEGE AND THE IDEAL STUDENT. THE AUTHOR CONCLUDED THAT THESE FINDINGS INDICATED A NEED FOR EFFECTIVE COUNSELING, WITH CAREFUL PLANNING AND ASSIGNMENT OF COURSES AIMED AT EDUCATIONAL AND SELF-EVALUATIVE PROGRESS. (WO)

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LOS ANGELES CITY COLLEGE

"SOME CONCEPTS HELD BY LOS ANGELES CITY COLLEGE ENTRANTS ON PROBATION BECAUSE OF LOW SCAT SCORES"

Counseling Center Research
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"SOME CONCEPTS HELD BY LOS ANGELES CITY COLLEGE ENTRANTS ON PROBATION BECAUSE OF LOW SCAT SCORES"

PURPOSE OF THE STUDY

For some years, Los Angeles City College has placed on probation the entering freshmen who have scored in the lowest tenth on national norms of the SCAT, and has assigned them to a restricted series of remedial or exploratory courses, or has provided for them a block of special course work. The large majority of such entrants has met with little academic success (Gold, 1961, 1963), but approximately an eighth to a third of them remains to complete one or more semesters' work with a C average or better, the proportion increasing to the higher fraction when they are assigned as a group to a series of coordinated classes for their first one or two semesters (Gold & Young, 1964; Young, 1966).

One of the tenets of the junior college philosophy in planning for and instructing such freshmen is to help them to set attainable educational goals and to send them out after their period of enrollment better prepared than they were at entrance to function economically, culturally, and socially. Hence, the use of a reasonable number of assessment procedures should be justified to help determine where such young people stand in various traits and attitudes possibly contributing to their acceptance of college disciplines and to their academic progress. Young (1965, 1966) has reported the results of a series of psychological tests and other assessment procedures administered by him to a group of entering probationers and has proposed some guidelines for

further investigation and for modified teaching procedures on the basis of his findings. Such investigations add to the otherwise meagre store of information which we ordinarily obtain by SCAT testing, examination of high-school records, and brief counseling interviews.

While planning research for a doctoral project, it occurred to the writer that an attempt might be made to apply some phases of personality theory related to the self-concept, together with ideas gleaned from research on college environments, in a questionnaire usable for freshmen of all levels of ability. While space in the present report does not permit a lengthy justification for such a project, there is a large and still growing body of research reports and theoretical literature on such topics as the self-concepts of students, of Negro youth (who form a substantial part of the probationary group at LACC), of relationships between concepts of ideal self and actual self, and of changes in the various concepts which may occur as a result of educational experience, social encounter, or therapy. Further investigation based on theories of such concepts appeared justifiable to the extent that a practicable approach could be used with groups of junior-college students.

A "Questionnaire on College Concepts" (appended) was devised by the selection of 27 items, to be rated by the student from each of three conceptual points of view. The directions force the responses into a quasi-normal distribution, for the purpose of convenient statistical treatment. The hypotheses to be tested by the questionnaire in the part of the project here reported were as follows:

1. The Questionnaire on College Concepts, devised for this study, may be useful in appraising the college student's concepts of certain abilities, activities, and attitudes from three viewpoints: (a) ideal student, (b) self as student, and (c) the college's expectation of its students.

2. Students entering Los Angeles City College with low tested aptitudes may be shown consistently to hold certain concepts.

3. Among college students, and particularly among low-ability entrants, it may be possible to identify certain concepts statistically differentiating those destined to achieve some measure of academic success from those who will not.

   a. Between "successfuls" and "unsuccessfuls," there may be significant differences in the distribution of answers to specific items.

   b. Between "successfuls" and "unsuccessfuls," there may be significant differences among the three points of view, as a whole or for certain items.

With the background for the project thus sketchily reviewed, we may proceed to a description of the actual investigation.

PROCEDURES OF THE STUDY

In the fall semester of 1963, questionnaires were completed by 111 low-scoring entrants who were placed on probation. To this group were added 125 more probationers entering in the spring of 1964, making a total "probationary norming" group of 236 persons. Thanks have been expressed in a preliminary report to the colleagues in Psychology and English who administered the questionnaire to their students. From the responses of this group, statistical data were derived by computer processing of punched cards on the patterns of response and correlations between the three viewpoints.

The academic progress of the 236 students was checked at the end of two semesters, and through the application of a set of criteria by three counselors acting as independent judges, each person was classified as relatively successful or as unsuccessful. The criteria in general demanded the completion of some work other than remedial courses with an overall C average or better. On such basis, 64 were rated "successful," and 172 as "unsuccessful."

Responses of the two groups were then examined separately, to search for statistically significant differences which might be of some use in the prediction of academic success for future groups, in counseling, or in suggestions for instructional procedures for low-ability college groups.

Thirty-five of the above probationers repeated the questionnaire three weeks after the original administration, in order to obtain test-retest correlations as a partial check on reliability. In addition, responses were obtained from 30 non-probationers, as a small comparison group.

RESULTS OF THE STUDY

The usefulness of a questionnaire such as the present one, as proposed in Hypothesis 1, is of course only partly tested in groups of the size used in the study reported here. The directions and format proved to be relatively clear and usable even for low-ability groups; about 5% of the papers submitted by probationers proved incomplete or in need of individual interpretation and revision before being acceptable. The test-retest Pearson correlations for 35 probationary students, after an interval of three weeks, by z-transformation were:

A. Ideal student: +.59
B. Self as student: +.53
C. College's expectation: +.52

Such correlations exceed the critical ratio of .43 at 1% level of significance. When the response pattern for each item was checked by test-retest correlation, it was found that the correlations of 75% of the items exceeded the 1% level of significance, while 88% of the items reached or exceeded the 5% level.

If the respondents had rated the 27 items in each of the three viewpoints in random fashion, the grouped response for any one item would have shown a normal distribution around a mean rating of 3.00; if as a group there were high agreement about the relative importance or applicability of any one item,

however, the chi-square statistical test would measure the degree of unanimity for that item. Accordingly, chi-square analysis of the 81 items gave the following results: 77 items reached or exceeded the 1% level of significance (often by a factor of 10 or 20), while the remaining four items fell between the 5% and 1% level of significance. Table I summarizes the questionnaire items, ranking them in descending order of chi-square total, and therefore in descending order of relative agreement among the 236 respondents. Table I also gives the mean value assigned each item by the group, on a rating scale of 0 ("least important or applicable") to 6 ("most important or applicable"). It should be noted that the chi-square ranking indicates degree of unanimity on the responses to a particular item, rather than whether the response indicated high or low importance; for the latter information, the group means have been given. As an example, under the concepts of "Ideal Student," ranks 1 and 2 are assigned to items 1 and b, each with means considerably above 3.0; but rank 3 is occupied by item y with an exceptionally low mean. Original data for this table, as for subsequent ones, are included in the writer's dissertation, on file in the office of the President.

Table 1 - Amount of Agreement Among 236 Probationers on Ratings of Questionnaire Items (Based on Chi-square analysis)
Ratings from 0 - 6

Questionnaire Item	Agreement Highest to Lowest	A Ideal Student		B Self as Student		C College Expect	
		Item Ranked	Mean Rating	Item Ranked	Mean Rating	Item Ranked	Mean Rating
I. Academic skills	1	1	4.49	1	4.40	j	1.77
a. Enough general ability	2	b	3.99	a	4.42	1	4.09
b. Adequate vocabulary	3	y	1.91	e	1.98	e	1.92
c. Grammar skills	4	q	2.03	v	4.02	y	1.87
d. Reading skills	5	k	3.73	y	1.96	v	3.81
e. Current intellectual readings	6	o	3.87	aa	2.14	a	4.02
f. Assigned intellectual readings	7	j	2.04	j	2.25	w	2.99
g. Speaking easily in groups	8	e	2.19	n	2.23	n	2.27
h. Special skills, as in a major	9	v	3.75	k	3.58	h	3.61
i. Mathematical skills	10	n	2.16	m	2.70	b	2.50
II. Activities & time allotment	11	aa	2.17	x	3.39	s	3.38
j. Job hrs. weekly or more	12	c	3.79	p	3.22	p	3.15
k. Studying between classes	13	f	2.28	b	2.87	i	2.48
l. Regular study schedule	14	x	3.51	w	2.68	k	3.30
m. Campus club or Stud.Gov't.	15	d	3.47	s	3.36	c	3.43
n. Team or competitive sport	16	r	2.92	q	2.48	d	3.38
o. Departmental activities	17	w	3.10	z	3.38	z	3.17
p. Special campus presentations	18	m	2.86	u	3.40	m	2.80
q. Off-campus social activities	19	s	3.49	c	3.21	o	2.88
r. Church & Community affairs	20	z	3.51	f	2.66	t	2.79
III. Attitude & aspiration level	21	u	2.54	o	2.83	q	3.21
s. Exchange of opinion in class	22	h	2.75	d	3.22	f	2.98
t. Activities in class, vs. theory	23	a	3.11	t	2.80	r	3.24
u. Classes for general educ.	24	g	2.84	r	2.95	aa	2.89
v. Classes directly related to occupation	25	p	2.76	g	2.80	g	2.89
w. Independent projects, reading, research	26	t*	3.00	l	2.79	x*	3.03
x. Structured class procedures	27	l*	2.87	h	3.29	u*	2.94
y. College parent dialog							
z. Transfer to 4 yr. college							
aa. Planning own business or office							

* Chi-square total achieved between 5% and 1% significance; all others achieved 1% level or beyond.

If the data of Table I are examined, it will be found that the 8 items listed below are the ones for which the greatest amount of agreement is listed. In each of these items, it happens that the means for all three viewpoints are either all above average, or all below average, as indicated:

ITEM	ALL THREE MEAN RATINGS
l. Regular study schedule	High
y. College-parent dialog	Low
e. Current intellectual readings	Low
j. Job 9 hours weekly or more	Low
v. Classes directly related to occupation	High
n. Team or competitive sports	Low
k. Studying between classes	High
a. Enough general ability	High

One additional item which appears quite high on the three rankings, but for which ratings are not similar for the three viewpoints, is the following:

b. Adequate vocabulary	A. Ideal:	High
	B. Self:	Low
	C. College:	Low

The nine items given above, then, are the ones which represent the greatest agreement among the probationers sampled.

A few comparisons may be made at this point between the foregoing results from the probationers and the performance of the small group of 30 non-probationers who also completed the questionnaire. The latter seemed in much less agreement in their responses; while 100% of the items as answered by the probationers achieved chi-square significance, only 52% of them were thus skewed from random-response patterns by the non-probationers. Such significant differences between item means as appeared on comparison of the responses of probationers with non-probationers again emphasized the importance assigned by the former to conscientious application of their time and effort to practically-oriented college students.

One theory of psychology states that "adjustment", or mental health, is good where there is high congruence between concepts of the ideal person and concepts of the self. Investigators of college environments also postulate that a greater proportion of success occurs in those students whose concepts of self as student correspond most closely to their perception of the college environment. On such bases, for each individual Pearson correlations were calculated for the ratings of the items from the three viewpoints. When the correlations of the 236 individuals were examined, the results in Table 2 were obtained.

Table 2 - Significant Correlations Among Three Viewpoints: Entire Probationary Group

	A with B Ideal - Self	B with C Self - College	A with C Ideal-College
No. attaining 1% significance	84	78	66
% of 236	36%	33%	28%
No. attaining between 5% and 1% significance	42	37	38
% of 236	18%	16%	16%
Totals	126 54%	115 49%	104 44%
Mean correlation (z-transformation used)	+.39	+.40	+.35
Standard deviation	.28	.27	.26
Significance level of differences between means:	A-B versus B-C .82	B-C versus A-C .02	A-B versus A-C .05

It was also found that there were twice as many individuals as would be expected at random who produced correlations which were either all high or all low (see Table 5 at a later point).

The next part of the study dealt with Hypothesis 3, to attempt to find patterns of response distinguishing the 64 relatively successful probationers from the 172 unsuccessful ones. The data in Tables 3 to 9 therefore divide the original "probationary norming" group into an "S" classification and a "U" classification. The means of all item responses were calculated separately for S's and U's, and all items were noted whose mean differences between these two groups reached or exceeded the 5% level of significance. The results are given as Table 3.

Table 3 - "Successfuls" versus "Unsuccessfuls:" Significant Differences between Item Means

Item	A Ideal Student	B Self as Student	C College's Expectation
I. Academic skills			
d. Reading skills	S .05		
II. Activities and time allotment			
k. Studying between classes	S .05		
l. Regular study schedule	S .01		S .001
n. Team or competitive sports			U .01
q. Off-campus social activities	U .05		
III. Attitude and aspiration level			
s. Exchange of opinion in class	U .05	U .02	
u. Classes for general education		S .05	
v. Independent projects, reading. research			S .05
z. Transfer to 4-year college		S .05	

"S" or "U" indicates the subgroup with higher mean. Figures represent levels of significance.

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The A-B, B-C, and A-C correlations for the S's and U's were also separated and the correlations, using z-transformation were compared. Table 4 shows the results.

Table 4 - Correlations Among Three Viewpoints: Distribution for "S" and "U" Groups

	A with B		B with C		A with C	
	Ideal Student	Self as Student	Self as Student	College Expect.	Ideal Student	College's Expectation
Successfuls (N = 64)						
Mean correlation	+.46		+.46		+.42	
Standard deviation	.28		.28		.28	
Unsuccessfuls (N = 172)						
Mean correlation	+.37		+.37		+.32	
Standard deviation	.28		.27		.26	
t-test: Level of significance of mean difference	.007		.014		.005	

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It will be noted that the difference between the two sets of mean correlations exceed the 2% level of significance in all three columns.

When the proposition that success might be related to higher correlations among the three viewpoints than would lack of success was tested by the chi-square method, the results in Table 5 appeared.

Table 5 - Correlations Among Three Viewpoints: Distribution of High and Low Correlations for Each Probationer

	3 highs 3 highs	2 highs 1 low	1 high 2 lows	3 los 3 lows	Chi-square Total*
Random Expectation	12.5%	37.5%	37.5%	12.5%	
Obtained					
All probationers (N = 236)	25.4%	21.2%	31.4%	22.0%	71.0
"Successfuls" (N = 64)	28.2%	32.7%	29.7%	9.4%	51.4
"Unsuccessfuls" (N = 172)	24.4%	16.8%	32.0%	26.8%	72.3

* For 3 degrees of frequency, a chi-square total greater than 11.3 indicates a distribution different from expectation to a significance level beyond 1%.

From Table 5, it will be noted that "successful" probationers show 3 high correlations somewhat more frequently than do the unsuccessful ones but that the latter produce 3 low correlations almost three times as frequently as do the former.

The above correlations were obtained separately for each person. The responses were also correlated item by item after grouping into "S" and "U" clusters. In this way, it was possible to determine the items whose correlations were significantly higher for the one group or for the other. Table 6 indicates those items for which one group, or the other, exhibited a significantly higher mean correlation.

Table 6 - Correlations Among Three Viewpoints: Mean Item Correlations for "S's" and "U's"

Item	A-B Ideal-Self Correlations	B-C Self-College Correlations	A - C Ideal - College Correlations
I. Academic skills			
c. Grammar skills	S		
d. Reading skills	S	S	S
II. Activities and time allotment			
j. Job 9 hours weekly or more			U
k. Studying between classes	S		
m. Campus club or student Gov't.	S*		
N. Team or competitive sports			U
III. Attitude and aspiration level			
t. Activities in class, vs. theory			S*
x. Structured classroom procedures			S*

"S" indicates that the mean correlation for the "Successful" group was significantly higher than the "Unsuccessful" group mean.
"U" indicates that the "Unsuccessful" group mean correlation was the higher.

* Significant to the 4% level; all other differences were significant to the 1% level.

Tables 7 through 10 present miscellaneous data helping to characterize the successful (S) and unsuccessful (U) probationer. They give sex distribution, high school of origin, nature of junior-college goal, and mean SCAT raw scores.

Table 7 - S versus U: Sex Distribution

		Combined	S	U
Males:	Number	82	27	55
	Percent	35% of 236	33% of 82	67% of 82
Females:	Number	154	37	117
	Percent	65% of 236	24% of 154	76% of 154
	Totals	236	64	172

Table 8 - S versus U: High Schools of Origin

	Combined	S	U
Los Angeles Public High Schools	129 (55% of 236)	29 (22% of 129)	100 (8% of 129)
Largely Negro student body	51	7 (14% of 51)	44 (86% of 51)
Racially mixed student body	42	12 (29% of 42)	30 (71% of 42)
Largely Caucasian student body	36	10 (37% of 36)	26 (72% of 36)
Los Angeles Parochial High Schools	8 (3% of 236)	5 (63% of 8)	3 (37% of 8)
Elsewhere in California	6 (3% of 236)	0	6
Southern States, mostly segregated Negro	58 (25% of 236)	18 (31% of 58)	40 (69% of 58)
Other out-of-state	27 (11% of 236)	10 (37% of 27)	17 (43% of 27)
No Information	8 (3% of 236)	2	6
T O T A L S	236	64	172

Table 9 - S versus U: Nature of College Goal

	Combined	S	U
Terminal	134 (57% of 236)	25 (19% of 134)	109 (81% of 134)
Transfer	98 (41% of 236)	39 (40% of 98)	59 (60% of 59)
No Information	4 (2% of 236)	0	4
T O T A L S	236	64	172

Table 10 - S versus U: Mean SCAT Raw Scores

		S	U
Verbal Score:	Mean	17.73	16.41
	Standard Deviation	4.35	4.85
Quantitative Score:	Mean	13.55	12.36
	Standard Deviation	4.47	4.92

Level of significance of differences by t-test: S versus U: V-score means .046
Q-score means .078

From Table 7 it will be noted that the percentage of males in the entire "probationary norming" group was 35%. and that 33% of these attained some scholastic success. In contrast, of the women making up 65% of the entire probationary group in this study, only 24% achieved some scholastic success.

When scholastic success is considered in relation to high schools of origin as in Table 8, the persons coming from parochial schools and from other California schools outside of Los Angeles may be disregarded because of small total numbers. This leaves 55% coming from Los Angeles public high schools, 25% from southern high schools (mainly Negro ones), and 11% from other out-of-state regions. The three groups just named present an ascending order of scholastic success at L.A.C.C., Los Angeles graduates being the least successful and non-southern our-of-state graduates the most successful. If the students from Los Angeles high schools are subdivided as to the racial nature of their stubodies, those coming from high schools almost entirely Negro show the lowest percentage of success, those from racially mixed schools twice this amount of success, and those from predominantly Caucasian schools achieved 2½ times the rate of success of the all-Negro school graduates.

In Table 9, it will be seen that a somewhat greater number of these probationers chose a terminal program over a transfer program, but that the latter choice was made by students later found to have had twice as great a proportion of successful experiences as had the terminaly students.

Table 11 - Non-probationers' responses versus probationers' responses: Items Whose Means show Significant Differences

	A Ideal	B Self	C College
I. Academic skills			
e. Reading current intellectual materials	.01P	.01P	
II. Activities and time allotment			
l. Regular study schedule		.05P	
p. Special campus presentations		.01P	.01P
q. Off-campus social activities	.01N		
III. Attitude and aspiration level			
u. Classes for general education	.05N		
aa. Planning own business or office	.01P		

At the levels of significance noted, P or N indicates which of the two groups gave the higher mean response.

As Table 10 shows, there was a significant difference in the verbal mean raw SCAT score between the successful probationers and the unsuccessful ones.

The data in Table 11 indicate that the group of 30 non-probationers alloted an even lower rating than had the probationers to the importance of reading current materials with intellectual content. They also assigned significantly lower means to several items related to conscientious use of time for study, and gave a lower rating to plans for setting up their own business or profession. The non-probationers assigned the higher value to classes for general education.

Studies were made of the response patterns of the small group of 30 non-probationary students. The chi-square analysis of their data indicated a much lower amount of agreement among the ratings; of the 81 items, 28 achieved a 1% level of significance, while 14 additional items attained between 5% and 1% significance. Table 11 lists those items where the means of the non-probationers differed significantly from the means of the "probationary norming" group.

DISCUSSION

The first hypothesis, that a questionnaire such as this one may be useful in appraising college students' concepts of the student role, was partly borne out by the statistical significance of the results of its use with the students of the present study. The test-retest correlations, while adequate for the experimental use of the instrument, are not impressive in comparison with the retest reliability measurements for the most widely used personality measures.

In support of the second hypothesis, that entrants with low ability may show typical patterns of response to the questionnaire, the results of chi-square analysis as indicated in Table 1 are positive. We may conclude that the entering probationers see all factors exerting pressure on the student for adhering to a regular study schedule and for college as preparing directly for a vocation. They apparently see themselves and the college as being in harmony on the need for good intellectual ability, but they believe that the ideal student may be able to compensate for some lack of developed ability by exemplary habits and by work towards practical scholastic goals. Their conceptions of low need for, or emphasis on, readings of current materials with intellectual content may distress some of the faculty, as will their opinion that, although the ideal student might possess and frequently use a large vocabulary and good grammar skills, nevertheless they themselves neither possess one nor will they feel the need of these in their college environment. There is probably a strong element of defensiveness in such concepts; these freshmen had all been formally notified that they were entering with low college-aptitude scores, and most of them were currently enrolled in remedial English. In addition, it is doubtful that in their previous schooling they have become aware of, or acquainted with, the requirements and procedures of intellectual analysis on anything but a

rudimentary level. Other low-ranked items might indicate aspirations which are aimed towards upper-middle and middle-level occupations and which do not admit the importance of the consideration of ideas as such. Finally, and probably in company with his confreres across the nation, this college freshman considers his goals and performance to be essentially his own affair rather than something for discussion between college and parents.

When we test Hypothesis 2 by examining correlations among the three viewpoints (Table 2), we find that the mean of the A-B correlations (between concepts of ideal student and of self as student) and the mean of the B-C correlations (between self and concepts of what the college expects of its students) show no significant difference, but that each of these shows a significant difference from the mean of the A-C correlations (ideal-college). Such results would indicate that the norming group of probationers feel about to the same moderate degree that their self concepts are congruent with their concepts of ideal student and of the expectations of the college, but that they do not see their college as being devised for the ideal student. In this, they are being both optimistic about their own chances of success and practical about the nature of the junior college student body.

Going on to Hypothesis 3a, we may examine the results given as Table 3 in relation to the proposal that we may find differences between successful probationers and unsuccessful ones in the distribution of answers to specific questionnaire items. In summary here, the successful probationer sees the <u>ideal student</u> as having better reading skills, more directive use of study time, and as being less active in off-campus social activities than does the unsuccessful probationer and as liking less those classes which allow exchange of opinion. The successful probationer sees <u>himself</u> as preferring classes for general education and planning transfer to a four-year college more often than does the

unsuccessful one, but again he does not himself rank exchange of opinion as high as does his opposite number. The successful probationer sharply sees the college's expectation that its students maintain a regular study schedule and leans towards greater independence in class work than does the unsuccessful one, as well as seeing less collegiate emphasis on sports. The majority of these significant differences may be summed up by saying that the successfuls want to "tend to business", in classes, between classes, and off campus, and tolerate more general education and somewhat less direction while doing so.

The correlations among the three viewpoints were examined separately for the successful and the unsuccessful probationers to test the remainder of the third hypothesis (Tables 4, 5, and 6). The results indicate a higher degree of concordance among the three viewpoints for the successful probationer. We have here some support for the theory that self-ideal discrepancy indicates a degree of maladjustment in terms of ultimate success at functioning as a student. This relationship may be extended also to congruence between self and ideal concepts and concepts of the college environment -- a partial amplification of some of the theories of student needs and college environmental press as presented in the research of Murray, Stern, and Pace. The differences between the correlations of successful and unsuccessful student, however, are not great enough for predictive validity.

Table 6 examines those questionnaire items for which significant differences between correlations of successful probationers and of unsuccessful ones exist. As with the earlier conclusions, this analysis again points to the greater congruence among the successful probationers' points of view, and to their emphasis on conscientious development of skills and study patterns.

Upon turning attention to the sex ratio in the probationary norming group and to their ratios after division into successful and unsuccessful subgroups (Table 7), we find that the proportion of females in the entire probationary group (65%) is much higher than in the student body as whole (about 45%), and also higher than in the group placed on probation in the fall of 1963 (54%). There is no ready explanation for the discrepancy between sex ratio in the norming sample and that in the entire probationary group of that period, and the extent to which the difference may modify the significance of the results is not known. Males showed a higher percentage of success than did the females by a factor of 1.4. Questionnaire responses were not tallied by sex, so that there are no quantitative data in the results of this study which would differentiate by such means the characteristics of the contrasting success groups.

The location and the predominant ethnic makeup of high school of origin shows a relationship to success, as indicated in Table 8. There is a meaningful difference between chances of success for a student who encounters entering probation at LACC from a Los Angeles high school largely Negro in makeup and one from a high school whose makeup is mixed; or for one who comes from a largely Negro Los Angeles school versus one from a segregated southern school. Some discussion at this point may be appropriate. While previous studies at LACC show a relatively low correlation between high-school grades and college scholastic success, because of the wide variance of high school back grounds and standards there may be a relationship which enters into the present study. The greater self-esteem resultant from the high secondary-school marks with which our entrants from southern schools often arrive, as well as the selection process involved in the family decision to send a youngster away from home to

attend college, may grant an advantage to this entrant over a local Negro one. This interpretation was supported by interviews with a sample of probationers who had had a successful first semester; they reported conscientious study and the pressure to achieve for the sake of the family "back home," or from a felt need to change the social and academic habits of high school. It may be, then, that low-testing Negroes from locally de-facto segregated high schools are the ones most likely to carry over their social and school-performance patterns to the local junior college.

Aspiration level may be an important contributor to college success for probationers (Table 9). A higher than usual proportion of students indicating a terminal junior-college major was represented in this sample of probationers, -- 57% of those responding to the questionnaire. Yet, only 19% of these could later be classified as successful, while 40% of those listing a four-year college goal were successful. We may class the latter as unrealistic, but the impetus of their higher aspiration may be enough to help pull them towards a certain amount of academic success.

A comparison of means of SCAT raw scores (Table 10) indicates that there is a difference significant to the 5% level between Verbal scores of the successful group and those of the unsuccessful ones. Such a difference would not necessarily be expected in the light of the restriction in the total SCAT-score range of these probationers.

While the small number of questionnaires received from non-probationers does not justify emphasis on such differences in results as are shown in Table 11, there is some evidence here to confirm the belief that probationers as a group are much more homogeneous in their responses to the questionnaire, and that they are convinced, more than the general college student might be, that conscientious use of time will result in success.

RECOMMENDATIONS

The study as reported here, and in a companion report (Counseling Center Study #66-11) has shown that students entering Los Angeles City College with low aptitude scores hold a number of concepts of the ideal student and of themselves as students, and expectations of the pressures which the college will exert, which are quite homogeneous and stable. While teachers and counselors may not judge these concepts as accurate, nor even desirable for the best prognosis of acceptance of reality in setting goals, yet if they exist in measurable degree they should be utilized in teaching and planning with such students.

It may be a truism to state that the junior college already possesses a volume of data on what these entrants do <u>not</u> possess; it has not yet taken the time to assess the more positive aspects of what they <u>do</u> bring with them to the college. Among such general attributes we may list the following: (1) faith in junior-college education to provide what the economy and the general social milieu have not yet done; (2) a belief in the junior college as a means of attaining a more economically (if not necessarily intellectually) productive life; (3) both absolutely and in terms of aspiration level, a fairly high self-esteem as student; (4) an expressed willingness, even though not always implemented, to subject himself to the discipline of regular study and to forego extraneous activities; (5) particularly for the entrant who has the better chance for some academic success, confidence that his values and needs are congruent with those of the college and of the ideal student. These represent a series of positive values on which a junior college counseling and instructional program can be soundly based.

That some of these attitudes result from self-defensiveness is quite probable, but if these defenses had been stripped away during secondary school their possessors would have been too discouraged to attempt further schooling. The finding of this study that higher educational and occupational aspiration levels lead to a greater percentage of academic successes than do lower levels supports the premise that such aspirations should be accepted at face value by the counselor and instructor until enough success in initial work is attained so that a change in goals and routes can be developed upon a continued feeling of self-worth. It need not be reiterated that for such entrants this obviously does not mean a laissez-faire programming, but the careful planning and assignment of courses which are aimed at educational and self-evaluative progress.

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QUESTIONNAIRE ON COLLEGE CONCEPTS

IDEAL STUDENT I: Academic Skills and Abilities

DIRECTIONS: Below is a list of nine descriptions of college students. In themselves, they are neither "good" nor "bad." Look at them carefully, and judge how important each one might be for success in the course of studies (the major) which you are now taking. Then follow instructions headed "A: First Step" on the fold-out page.

A college student who is successful in the course or major I am choosing would probably:

1. Have a large vocabulary in reading, writing, and speaking . . . . . ___(b)
2. Read most of the editorials and serious discussion articles in the daily paper or in weekly news magazines . . . . . ___(e)
3. Be able to solve arithmetic problems and elementary algebra equations without much trouble . . . . . ___(i)
4. Have above average ability to do school work . . . . . ___(a)
5. Have some spcial skill (as in art, music, typewriting, mechanics) . . . . . ___(h)
6. Be able to speak quite easily in class discussions . . . . . ___(g)
7. Be able to follow the ideas in long magazine articles dealing with social problems, international situations, or the like . . . . . ___(f)
8. Be able to speak and write with good grammar . . . . . ___(c)
9. Be able to read fairly fast and remember what is read . . . . . ___(d)

IDEAL STUDENT II: Activities and Time Allotment

DIRECTIONS: Follow instructions headed "A: First Step."

A college student who is successful in the course or major I am choosing would probably:

1. Take an active part in competitive sports . . . . . ___(n)
2. Conscientiously keep to a regular schedule for study time, on the campus or at home . . . . . ___(l)
3. Hold a job nine or more hours per week . . . . . ___(j)
4. Give a good deal of time to off campus social affairs . . . . . ___(q)
5. Take part in special activities arranged by the faculty and students of the department in which the student is majoring . . . . . ___(o)
6. Be regularly active in at least one campus club or in student government . . . . . ___(m)
7. Be active in community affairs or in church activities . . . . . ___(r)
8. Study in the library or other quiet place during free time between classes . . . . ___(k)
9. Try to go to as many as possible of the special lectures, plays, or concerts given on campus . . . . . ___(p)

IDEAL STUDENT III: Attitude and Aspiration Level

DIRECTIONS: Follow instructions headed "A: First Step."

A college student who is successful in the course or major I am choosing would probably:

1. Prefer classes or teachers where assignments and tests are scheduled ahead of time and the student knows what is expected . . . . . ___(x)
2. Enjoy classes where students are encouraged to take considerable time expressing their views and asking questions . . . . . ___(s)
3. Plan to earn at least a Bachelor's degree to be successful in the field chosen . . ___(z)
4. Plan to set up his own business or professional office as soon as possible after completing college . . . . . ___(aa)
5. Want the college to explain to parents what is expected of students, and what the aims of the colleges are . . . . . ___(y)
6. Enjoy classes which give a general cultural or historical background not specifically related to a major or a profession . . . . . ___(u)
7. Do best in classes where the student can do things himself, instead of spending most of the time on theory . . . . . ___(t)
8. Enjoys doing outside reading and research for special assignments . . . . . ___(w)
9. Value the classes most which prepare directly for a job or profession . . . . . ___(v)

DIRECTIONS: Now follow instructions headed "B: Second Step;" then go on to page 2.

SELF AS STUDENT I: Academic Skills and Abilities

DIRECTIONS: Follow instructions headed "A: First Step."

At the present time, I feel that I - - -

1. Can handle the mathematics that I shall need for my course or major . . . . . ____(l)
2. Have enough ability to complete the college work I plan to take . . . . . ____(a)
3. Have the special skills which I need for my choice of courses . . . . . ____(h)
4. Can hold up my end in a class discussion, when it seems important to do so . . . . ____(g)
5. Have a large enough vocabulary for the college work I plan to do . . . . . ____(b)
6. Usually speak and write with correct grammar . . . . . ____(c)
7. Can read quite efficiently and remember what I have read . . . . . ____(d)
8. Do a good deal of newspaper or news magazine reading, including the long, serious articles and editorials . . . . . ____(e)
9. Can read serious magazine articles with good understanding, if they are assigned by the instructor . . . . . ____(f)

SELF AS STUDENT II: Activities and Time Allotment

DIRECTIONS: Follow instructions headed "A: First Step."

During this semester, I - - -

1. Hold an outside job 9 or more hours each week . . . . . ____(j)
2. Am adhering to a regular schedule for studying, very seldom letting myself do anything else when it is time to study . . . . . ____(l)
3. Am involved with church or community activities . . . . . ____(r)
4. Spend most of my time on campus between classes doing school work . . . . . ____(k)
5. Am spending time regularly on team or competitive sports . . . . . ____(n)
6. Enjoy going to special lectures or programs being given on campus . . . . . ____(p)
7. Am being fairly active in off-campus social affairs . . . . . ____(q)
8. Am regularly active in at least one campus club or in student government . . . . . ____(m)
9. Am enjoying out-of-class activities with teachers and students in my department . . ____(o)

SELF AS STUDENT III: Attitude and Aspiration Level

DIRECTIONS: Follow instructions headed "A: First Step."

In my college work, I - - -

1. Like a class where I can take part in discussions and voice my opinions . . . . . ____(s)
2. Am preparing to set up my own business or professional office through the training I shall receive in college . . . . . ____(aa)
3. Plan to transfer to another college or university for a Bachelor's degree . . . . ____(z)
4. Prefer classes where I can do things rather than spend most of the time on theory ____(t)
5. Prefer the classes which I feel are training me for a job or career . . . . . ____(v)
6. Like to know quite far ahead when assignments will be due, what kind of tests will be given, and just how I should study for them . . . . . ____(x)
7. Enjoy doing outside reading and research for special projects and term papers . . ____(w)
8. Enjoy taking classes in which I feel I am broadening my cultural background and general understandings . . . . . ____(u)
9. Would like to have my parents meet and talk to some of the faculty about aims and expectations of the college . . . . . ____(y)

DIRECTIONS: Now follow instructions headed "B: Second Step;" then go on to page 3

COLLEGE EXPECTATION I: Academic Skills and Abilities

DIRECTIONS: Follow instructions headed "A: First Step."

I think the students on this campus are most likely to be successful if they - - -

1. Often take part in class discussions and speak easily in groups . . . . . ____(g)
2. Speak and write with correct grammar . . . . . ____(c)
3. Have special abilities or skills in their major field . . . . . ____(h)
4. Can read efficiently and with good recall later of what they have read . . . . ____(d)
5. Can work mathematics problems, including simple algebra, quickly and accurately . . . . . ____(i)
6. Have good general ability to do college work . . . . . ____(a)
7. Keep up with opinions in newspapers and magazines by reading editorials and the long discussion articles . . . . . ____(e)
8. Have a large vocabulary . . . . . ____(b)
9. Can read and understand serious intellectual essays and magazine articles which might be assigned by instructors . . . . . ____(f)

COLLEGE EXPECTATION II: Activities and Time Allotment

DIRECTIONS: Follow instructions headed "A: First Step."

I think the students on this campus are most likely to be successful if they - - -

1. Spend all possible free time on campus studying . . . . . ____(k)
2. Try to attend special lectures and programs on campus fairly often . . . . . ____(p)
3. Take an active part in campus clubs or student government . . . . . ____(m)
4. Are prepared for each meeting of class by keeping to a regular study schedule . . . . . ____(l)
5. Hold outside job nine hours weekly or more . . . . . ____(j)
6. Spend out-of-class time on major department activities, with faculty and students of the department . . . . . ____(o)
7. Balance their school work with an active off-campus social life . . . . . ____(q)
8. Take part in team and competitive sports as an important part of campus life ____(n)
9. Round out their college experience by also taking part in church and community activities . . . . . ____(r)

COLLEGE EXPECTATION III: Attitude and Aspiration Level

DIRECTIONS: Follow instructions headed "A: First Step."

I think the students on this campus are most likely to be successful if they - - -

1. Choose courses which will prepare them directly for a vocation . . . . . ____(v)
2. Use their college work to help them set up their own independent business, office, or profession . . . . . ____(aa)
3. Prefer courses where they work in class on practical activities, rather than courses in which much of the time is spent on theory . . . . . ____(t)
4. Prefer the kind of class where the instructor encourages everyone to express opinions and to discuss ideas . . . . . ____(s)
5. Expect the college to encourage parent visits or to send parents special explanatory letters . . . . . ____(y)
6. Plan to transfer to a four-year college for a Bachelor's degree . . . . . ____(z)
7. Do well on independent research papers and projects . . . . . ____(w)
8. Prefer courses where assignments and lectures are carried out on a formal semester schedule, and students know what to expect on exams. . . . . ____(x)
9. Enjoy the courses giving a general cultural background, even though they are not related to the major . . . . . ____(u)

DIRECTIONS: Now follow instructions headed "B: Second Step;" then check to be sure all pages are complete before handing in the questionnaire.

INSTRUCTIONS FOR ANSWERING

A: First Step

The descriptions are in groups of nine. Look at each item in the group and judge how important or true it might be in relation to the underlined statement at the top of the group. Then mark the blanks according to this procedure:

1. Choose the three items which you think are most important or true for a student taking your major or course.

   Write "M" on the blanks after these items.

2. Next, put a circle around the one "M" of these three which you consider the most important to success in college.

3. Now look over the six statements which you have not yet marked. Choose the three which you think are least important or least applicable in relation to the underlined statement at the top of the group.

   Write "L" on the blanks after these items.

4. Next, put a circle around the one "L" of these three which you consider the least important to success in college.

5. Look back to check what you have done. You should have marked (M) after the most important item, and M after two other important ones. You should have marked (L) after the least important item, and L after two other rather unimportant ones. This will leave three items unmarked; do nothing further with them.

Your questionnaire will tell you to use this set of instructions for three groups of items; then it will direct you to follow the "B" instructions.

B: Second Step

This procedure is to be followed only when the questionnaire directs you to do so; its purpose is to compare the importance of the items you have previously marked.

1. Look back over the items you have just marked on this page; altogether, you have marked three items with a circle (M). Of these three, choose the one which is the most important or most desirable of all; put an "X" beside it, so that it looks like this: (M)X

2. Similarly, look back over the three items on the page which you have marked with a circled (L); from these, choose the one which you feel is the least important of all, and mark it with an "X", thus: (L)X